

Resource Teacher: Learning & Behaviour Service

27 May 2014

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From the Editor



One of the key outcomes of the transformation that is evident is the development of strong RTLB communities of practice in many clusters. These COPs are characterised by:

- formalised mentoring of new RTLBs
- active and regular peer supervision, and
- intake and review processes that interrogate RTLB practice decisions, and demand robust evidence at each point of the practice sequence.

In these clusters, there has been significant change in the quality and rigour of RTLB practice and service provision. As an additional bonus, these

clusters are reporting higher job-satisfaction from RTLB, many of whom have regained enthusiasm and pride in their professional role.

The other outcome of the transformation evident is the collaborative relationship some clusters have developed with their cluster schools. This involves:

- regular and transparent reporting and communication with cluster schools
- active involvement of cluster schools in intake and review processes, and
- cluster school involvement in strategic and service planning.

The transformation has provided us with a unique opportunity to look at service provision across large clusters of schools. Lead schools that have taken a deliberate 'whole of cluster' approach are able to respond to need across the cluster in ways never before possible. A possible barrier to this approach, is the development of RTLB sub-teams and sub-cluster school groupings. Most larger clusters use sub-teams and groupings to facilitate school liaison, and to manage RTLB professional supervision. The challenge is defining the purpose of these groupings, and to look beyond them when work is being assigned, so that the whole RTLB staffing resource is potentially available to best meet wider cluster needs.

Ngā mihi
Anne

Anne Tuffin, Project Manager, RTLB Transformation

Stocktake of RTLB Cluster Accommodation – Update

A draft report on the RTLB property stocktake has been sent to Lead School Principals and Cluster Managers. The report identifies the key property issues facing clusters and prioritises property solutions across the 40 clusters. The Property Group will now use the report as the basis for changes to policy and funding settings to support clusters. There will be a focus on ensuring property work is delivered to the top priority clusters.

For your calendars



Cluster Forums for 2014

Previous:

- Term 2: Thursday 15 May & Friday 16 May
(Focus on Lifting Evidence-Based Practice)

Next:

- Term 3: Thursday 31 July & Friday 1 Aug (one day combined Lead School Principals and CMs)
- Term 4: Thursday 30 Oct & Friday 31 Oct

Term 1, 2014 'Snapshot'

Thank you to those who sent in their cluster quarterly report by Friday 9 May. The Term 2 snapshot is due on Friday 25 July.

Funding and Service Agreement (FSA) – Expression of Interest

The Ministry has written to Lead School BOTs formally asking them to express their interest in continuing in the lead school role from 2015. They have been asked to submit their expression of interest to the Ministry by **20 June 2014**.

Lead School Principals' Executive Group

At the February combined Lead School Principal and Cluster Manager Forum, the principals elected a group of four to take their issues and concerns to the Ministry and to help shape the future of the RTLB service.

The members of the group are:

- Michael (Mac) McMenamin, New Plymouth Boys' High School, New Plymouth
- Rubina Wheeler, Nawton School, Hamilton
- John Bangma, Mairehau School, Christchurch
- Wendy Jochem, Freyberg High School, Palmerston North

The group met for the first time on 18 March in Wellington and had a productive meeting with Ministry people and the Secretary for Education, Peter Hughes. They will return to the Ministry on 5 June.

RTLB Practice – Working group update

The work to revise the practice section of the *RTLB Toolkit* is continuing. Progress is being made in all sections that are being developed. Clare Lawrence would like to take this opportunity to thank people for their time, support, advice and input to ensure that this work reflects best practice now and is flexible to support the best practice going forward.

Clare focused on the evidence based practice section at the May cluster manager forum. She is keen for all clusters to be involved in this work and has attended two practice leader forums. She will attend the hui for Māori and Pasifika RTLB in Auckland later this month and the Southern region's PL forum next month. There are many opportunities for people to be involved in specific aspects of this work where further consultation and advice is needed. Looking forward into the next few months, Clare will be sending out a request for best practice examples that will complement and exemplify what the toolkit details in terms of practice.

If you would like to contribute or just to talk about the work, please contact Clare at clare.lawrence@minedu.govt.nz.

Staffing Notices

There has been a recent change to the way RTLB staffing is shown on Lead School Staffing Notices. Instead of listing named RTLB, Staffing Notices now provide the RTLB staffing entitlement number from the Funding and Service Agreement. We have received feedback from a number of RTLB lead schools who have said that this change has made an appreciable difference, particularly to schools that had delays in their staffing showing up on the list and/or schools that had numerous changes in their RTLB staffing.

Managing Complex Change

A recent powerpoint presentation from Barbara Le Roy on *inclusive education* included a slide on complex change. It provides a useful framework for analysing the change process in clusters.

Vision + Skills + Incentive + Resource + Action	= CHANGE
Skills + Incentive + Resource + Action	= CONFUSION
Vision + Incentive + Resource + Action	= ANXIETY
Vision + Skills + Resource + Action	= RESISTANCE
Vision + Skills + Incentive + Action	= FRUSTRATION
Vision + Skills + Incentive + Resource	= TREADMILL

Partnership Schools



Even though Partnership Schools are not named in the RTLB Lead Schools' Funding and Service Agreement with the Ministry, the key reasons we are asking RTLB to provide support are the following:

1. The number of RTLB allocated to a cluster is mainly based on school rolls within the cluster. The initiation of a Partnership School within a Cluster will not be adding significant (if any) numbers of students to a cluster; it is mainly about a small redistribution of students within a cluster.
2. In the development of Partnership Schools an important policy decision was made with regards to special education funding and services. The decision was made to not cash up a small proportion of national or school cluster special education funding and services to allocate in cash to a Partnership School. Instead funding and services would remain aggregated within the current mix of special education services and initiatives, at a national and cluster level, with those services and initiatives therefore being available to those Partnership Schools in the same way as they available to all other schools.
3. It is difficult to justify withholding special education services and support to a student with a legitimate support need on the basis of their parents' decision to enrol in, what is regarded as, a legitimate schooling option.

There have been a few issues which we have heard raised with regards to servicing Partnership Schools:

- Issue 1: Adding a new school into the Cluster adds travel costs to a Cluster.
Answer: The funding formula to Clusters for operational costs and for staffing does factor in rurality and isolation. Also if a Cluster is able to legitimately demonstrate that they have managed their travel funding carefully and that there is cost pressure with regards travel then a case can be made to the Ministry for additional travel costs.
- Issue 2: RTLB are trained to work with registered teachers and the RTLB service will be compromised or require additional effort because they may be working with educators in a Partnership School who are not registered or trained.
Answer: The essence of RTLB training and their work is that they are able adapt their approach to

work effectively with all teachers. In developing support for a student RTLB are able to match the support to the range of teacher competencies and knowledge within schools.

- Issue 3: Working with Partnership Schools is not in the Ministry's Funding and Service Agreement so an RTLB Lead School should not have to provide support to a Partnership School.
Answer: This is strictly true. When the RTLB Funding and Service Agreements were developed in 2011 for implementation in 2012 it was not known that there would be Partnership Schools. The spirit of the Funding and Service Agreement is that the RTLB services are available to all students in all schools within its Cluster.

YIT information from 2013 NZCER Primary national survey



Context

NZCER has produced a brief report on surveys sent to primary and intermediate principals and teachers early in Term 3 2013. The report tells some positive stories about the Incredible Years: Teacher (IYT) programme in schools.

What the report tells us:

Participants see IYT as having made a significant difference: 44% of teachers with IYT experience said it improved their practice; 14% said it changed their thinking; and 30% said that they were able to sustain changes made as a result of having taken part in IYT.

Principals and teachers share consistent views on "the active teaching of expected relationship and social skills and emotional skills in everyday classes". Principals associate this practice with teachers with IYT experience. Teachers who say that they have sustained changes from IYT are the most likely to say that they actively teach in this way.

Those teachers who say that they have improved their practice or sustained changes after having taken part in IYT are more likely to also report having good advice from their Resource Teacher: Learning and Behaviour (RTLB). This correlation suggests that teachers who have benefited from IYT "share a common language" with RTLB.

All-of-government contracts

All-of-government (AoG) contracts are part of the Government's Procurement Reform Programme, negotiating supply agreements between the Crown and approved suppliers for selected goods and services.

By harnessing the collective buying power of over 200 State sector agencies and now 2,500 schools – **including RTLB lead schools** – government has positioned itself as a 'customer of choice' and is able to achieve substantial cost savings. The AoG contracting approach therefore has wide benefits for RTLB clusters.

AoG offers substantial savings (up to 16%) when procuring for your school across the following categories:

- Computers
- Office Consumables
- Mobile, Voice and Data
- Print Devices
- Vehicles
- Reticulated Gas
- Air travel

Please follow this link for AoG's Schools page where you will find more information on the contracts that are offered along with the non-disclosure agreement under the heading "Registering your School".

<http://www.business.govt.nz/procurement/nzschools/new-zealand-schools>.

Once your School has completed and submitted the non-disclosure agreement you will receive pricing information from the Centre of Expertise for the contracts you have expressed an interest in. Signing this agreement does not bind your school to the contract, it only confirms you will treat the information we share as confidential.

If you have any questions or would like to discuss the AoG offerings in general please contact:

Jan Barnett, Schools Account Manager
Ministry of Business, Innovation & Employment
DDI 07 957 1886
Mobile 029 771 2294
Email jan.barnett@mbie.govt.nz



ESOL - Important information for schools with English language learners

As you may know, ESOL funding applications are going to change from next year. Using ELLP to apply for funding is being phased in this year. All principals in schools with ESOL funded students have received the following communication:

Using the English Language Learning Progressions (ELLP) to confirm eligibility for ESOL funding

A large number of schools have already successfully made the transition to using the ELLP to confirm eligibility for ESOL funding with over 57% of schools having used ELLP scores to support their Period 1 2014 ESOL funding application.

We are aware that many schools are in the process of up skilling their staff in anticipation of using the ELLP for the Period 2 applications due in August.

You are reminded that more information about the ELLP is available on the website (www.minedu.govt.nz/esol). Schools are encouraged to formalise a plan to manage the transition so that staff are well prepared.

An information sheet has been sent to Lead School Principals and Cluster Managers. It provides more detailed information and will help schools in preparing for the transition.

Resources



Online e-therapy tool helps young people beat the gloom

An online e-therapy tool has been launched to help young people deal with feeling down, depressed or stressed. SPARX, an initiative of the Prime Minister's Youth Mental Health Project, is a clinically tested self-help tool developed especially for young New Zealanders by the University of Auckland. For more information visit: www.sparx.org.nz.

Dyslexia-Type Difficulties

Assessment of Learners with Dyslexic-Type Difficulties by Sylvia Phillips, Kathleen Kelly & Liz Symes. Sage 2013

To request a copy of any of the items below, send an email with the title of the article and your contact details to: education.library@minedu.govt.nz.

Critiquing iPad and tablet apps for the effective teaching of reading, by Sue Dymock, Wendy Carss, and Marilyn Blakeney-Williams.

Article in Literacy forum NZ, 29 (1), 2014, p. 37-43. Considers the effectiveness of mobile devices in developing reading skills in New Zealand primary school classrooms. Establishes a set of criteria that teachers can consider when selecting reading related apps.

The centrality of relationships for pedagogy: the whanaungatanga thesis, by Russell Bishop, James Ladwig & Mere Berryman.

Article in the American educational research journal 51 (1), 2014, p. 184-214.

Talks about the data gathered during the collaborative professional development processes of Te Kotahitanga. Looks at the degree to which the data can be used as a measure of pedagogical quality. Asks whether the data supports the project's hypothesis that whānau relationships are a central component of overall pedagogical quality.

Teacher effects on student achievement in first grade: which aspects matter most? By Tinneke Boonen, Jan van Damme & Patrick Onghena.

Article in School effectiveness and school improvement 25 (1), 2014, p. 126-152. Investigates how various teacher characteristics influence primary students' maths, reading, and spelling achievement. Looks at teachers' background qualifications, attitudes, beliefs, and instructional practices.

Manage your work, manage your life, by Boris Groysberg & Robin Abrahams.

Article in the Harvard business review 92 (3), 2014, p. 58-66.

Talks about effective work-life balance among senior leaders. Discusses difficulties in deciding when, where, and how to be accessible for work, particularly for executives with families. Advocates making deliberate choices about which opportunities

to pursue in both areas in order to engage meaningfully at work and at home.

How good is good enough? By Grant Wiggins.

Article in Educational leadership 71 (4), 2013, p. 10-16.

Talks about the concept of mastering a topic in relation to measuring student achievement. Discusses the foundations of mastery and outlines what assessment practices are required for students to demonstrate it. Mentions the New Zealand Ministry of Education's 'Assessment online' website and NZQA's online exam documents.

Setting and getting goals, by Ruth Donde & Graham Hart.

Article in Employment today 180, 2014, p. 38-41. Provides tips on how to successfully set and achieve personal and professional goals.

Barriers to implementing pedagogical change: the role of teachers' perceptions of risk, by

Deidre M. Le Fevre.

Article in Teaching and teacher education 38, 2014, p. 56-64.

Attempts to determine why professional learning initiatives intended to bring about change in teaching practice often fail. Finds that if the level of risk is perceived to be too high teachers will not engage in the pedagogical practices promoted.

Find the coaching in criticism, by Sheila Heen & Douglas Stone.

Article in the Harvard business review 92 (1/2), 2014, p. 108-111.

Talks about why people have difficulty receiving and acting on feedback. Outlines six steps to help turn feedback into a positive, unthreatening tool.